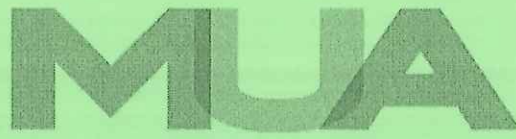


The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

POST GRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF MASTER OF MANAGEMENT AND LEADERSHIP

SMO 508: ORGANIZATIONAL DEVELOPMENT AND CHANGE

DATE: 9th APRIL 2018

DURATION: 3 HOURS

MAXIMUM MARKS: 60

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **FOUR (4)** questions.
4. Question **ONE** is **compulsory**.
5. Answer any other **TWO** questions.
6. Question **ONE** carries **30 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

MNM College, a private business school radically transformed its undergraduate and MBA curricula during the mid-1990s, and in the process made many related changes at the college, resulting in a leap in standing and recognition. Systemic changes in curriculum was accomplished, there was resistance to change encountered during this period, and some of the lessons learned. The transformational change process was initiated soon after the arrival of a new president at MNM College, a former executive from the private sector, he and the provost proposed that changes be made in college's curriculum. Four academic strategy teams, composed primarily of faculty, were assembled to examine ideas from external advisory groups, assessment data on student needs, and marketing research from a consultant. Early in their work it became apparent that major change was needed in the way decisions were made. Faculty involved in curriculum planning did not want to invest in new ideas they feared might never be implemented. Their concerns resulted in a significant change in institutional governance—the creation of small elected decision making bodies (DBMs) that eliminated the need for all important decisions to be brought to the whole faculty for approval, a cumbersome barrier to change. Instead, proposals from DMBs for curriculum improvements put the burden of proof on dissenters, not on the proponents of new ideas. In addition, we discovered that only when a number of respected faculty embraced the vision of the college's future would the vision then become an acceptable force for change. As changes in the curriculum were made, mechanisms were needed to institutionalize these changes. Faculty and staff collaborated to create oversight teams to facilitate implementation, the semester calendar had to be extended, and classrooms and adequate graduate housing had to be available. Major curriculum change required systemic action throughout the system.

Required:

- a) Are the organization development principles applicable in education institutions (5marks)
- b) What were the benefits of undertaking changes in the business school programmes (5marks)
- c) What are the key steps in organization development (20 marks)

QUESTION TWO

- a) Kenyan organizations are operating in dynamic and turbulent environment. Discuss four factors that are initiating changes in organizations (10marks)
- b) Organization development involve several stages. Explain using suitable examples (5marks)

QUESTION THREE

- a) Organization development research faces number of limitations. Elaborate using appropriate examples (10 marks)
- b) Explain why employees resist change in an organization (5 marks)

QUESTION FOUR

- a) Diagnose an organization in Kenya or any other country in Africa, for organization development and change using the following tools: SWOT analysis and PESTEL framework (10marks)
- b) There has been debate about what is common type of change in organizations in East Africa. Elaborate (5marks)

